Course Assignment Sheet

For appointments call (310) 922-6404
(310) 927-9777

Education 401 3 units
Dr. Alex Yusem

Text: Those Who Can Teach

Course Requirements:

One class presentation in area chosen by the student related to course of study.
Will present in groups of three, each person demonstrating their part. each one has a role in the presentation
No longer than one half hour in duration.
Must be interactive in nature.
— A copy of presentation for everyone IN CLASS – 25 STUDENTS

Must prepare a research paper as discussed in class. Topic will be chosen by students and related to course of study.

Attendance and participation in class activities is imperative due to the interactive nature of the class. We will follow Department policy in this regard.

Class grade will be determined by averaging the areas equally - class presentation, term project, and other assignments.

Term paper will be due on the day of the final exam and not after that date. Term paper will not be accepted after the final exam date.

Final Exam Date____________________ Time____________________

Class Schedule____________________

Room Number____________________

PRESENTATION GROUPS
MARINA 818-358-0668
MICHELLE 776-0336
535-5813

Helping Trios
Allison
Christine

COURSE SYLLABUS 4/93

ED 401: The Institution of Education 3 units

Catalogue Description:

An exploration of the field of education and its suitability as a personal career choice. Development of competence in the area of small group dynamics and professional self-awareness. Historical, philosophical, sociological and psychological perspectives form the context within which prospective teachers are encouraged to view their own decision to enter the teaching profession.

Purposes of the Course:

The purposes of this course are as follows: (1) to enable the student to understand the historical context within which present-day schools operate; (2) to provide the student with information about the major philosophical positions connected with schooling, and their implications for practice; (3) to clarify the relationship between a society and its system of educating its young, and to help the student understand the cultural values which undergird the American system of schooling and the ethical dilemmas that occur in education; (4) to sensitize the student to current events, social trends, and political developments which have a bearing on schooling in the United States, and to apply critical thinking skills to these topics; (5) to stimulate an interest in teaching, and to clarify the realities of teaching as a career choice; to give the student a chance to determine whether teaching is really what he or she wants to undertake as a profession; (6) to develop a beginning awareness of the psychology of learning; and (7) to screen would-be teachers for admission into Chapman's Teacher Education Program, for defects in speech and/or hearing; evidence of a fairly high energy level, of reliability, and of a cooperative attitude; and demonstration of a genuine interest in teaching as a career.

Course Objectives:

1. to understand the implications of choosing to become a teacher (personal, social, professional, etc);
2. to evaluate the suitability of teaching as a personal career choice;
3. to develop a personal understanding of the merits and difficulties related to working cooperatively with a small group of peers;
4. to demonstrate acceptable competence in reading, speaking, and written communication skills;
5. to recognize current educational issues discussed in the media;

6. to develop a perspective on the history of American education and an awareness of present trends and their implications; including professional renewal and educational reform and restructuring;
7. to understand the basic issues involved in mainstreaming and equality of educational opportunity;
8. to be able to connect the basic philosophies of education to their implications for classroom practice;
9. to understand the basic sociological forces that effect education in a pluralistic democracy;
10. to increase personal awareness of the role education should play in preparing students for life in a global, interdependent world;
11. to develop skill in self-awareness and the habit of thinking deeply and reflecting upon why one behaves as one does, especially in the classroom;
12. to begin to grapple with the ethical and moral dilemmas encountered in education;
13. to be able to utilize knowledge of various psychological principles of learning as applied to classroom organization and management.

Required Materials:

1. Those Who Can, Teach (6th ed.) Kevin Ryan and James Cooper (Boston: Houghton Mifflin, 1992).
2. One of the following, whichever is appropriate to the level which each student intends to teach:
    - *It's Elementary! (1992)*
    - *Caught in the Middle (1987)*
    - *Second To None (1993)*

(these 3 titles are from the Calif State Dept of Educ:Bureau of Publications, PO Box 271, Sacramento 95802-0271)

3. Teaching Credential Program and Student Teaching Handbook, Chapman College Academic Centers

Classroom handouts and supplementary readings as designated by the instructor.

Essential Facilities and Equipment:

The room assigned for this class should be large, with movable desks, blackout curtains, a pull-down screen and a working overhead projector. Access to a VCR would be helpful. Video, "The Truth About Teachers," hosted by Whoopi Goldberg. (Pyramid Film & Video, 2801 Colorado Ave, Santa Monica, CA. 90404) - (47 minutes) - is appropriate to view and discuss.

Evaluation:

Designated learning activities may include media response journals, interviews with write-up, and book reports; and *will* include participation in cooperative learning groups, periodic quizzes and two or three examinations. The final grade will be based on points earned on a scale of 1-100.

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 0-59

For post baccalaureate work at Chapman College, a grade of B is considered above average. A grade of A is awarded *only in cases of clearly exceptional performance*. For students completing a teaching credential or a Masters degree, a 3.0 (B) GPA must be maintained.

Attendance Policy:

The earned grade will drop by one full letter for every absence (excused or not) beyond two.

Major Study Units: (note: a unit may take more than one week or class meeting to complete in a thorough way; a few may require less time)

UNIT 1 Get acquainted activities; introduce cooperative learning concept & discuss reasons why teachers must be masters of small group dynamics skills

"Getting your teaching credential"--in-class review/ discussion of the Program Handbook (which students are to purchase when they enroll in this course: see "Required Materials," above). Be sure all policies are understood!

Discussion: **Why teach?**

UNIT 2 Historical Overview: The forces that have shaped the history of American education.

1. the European roots of American education
   - Greece, Rome - key ideas that have survived the centuries
   - the middle ages: exposure to Arab culture, rediscovery of Aristotle and other classical philoosophy
   - Renaissance, Reformation: the Chiurch loses its stranglehold on European society
   - Enlightenment and the birth of the scientific idea
2. colonial era through 19th century...significant figures and events
   - concepts
     - changing society = changing schools
     - local control
     - universal secular public schooling
     - common school movement
3. changes in the 20th century
   - dual system vs comprehensive schools
   - the progressive education movement (show video, "The Progressives," available from the Chapman library)
   - child-centered vs subject-centered periods

UNIT 3 Philosophies and theories of education: **perennialism, essentialism, pragmatism, and existentialism.** Modern versions, and implications for classroom practice. Thinking about one's own assumptions and how these may shape one's own classroom behavior. Possible activities: jigsaw on the 4 philosophies; journal writing; watch a video of a teacher in action and analyze which philosophy is represented--)

UNIT 4 Students and their Social Context

the changing demographics of California
the changing family, community, student
major issues & trends in multicultural education
major issues and trends in special education
the bilingual education debate

diverse needs - diverse abilities
the school's and teacher's response to diversity
social problems and tension points
poverty, homelessness, suicide, drugs, gangs
(Note: consider using one or more guest speakers for this unit)

UNIT 5 Theories of learning: moral & practical implications

- Humanism & behaviorism
- Developmental theories
- Cognitive, affective, & psychomotor domains
- Learning styles: how to recognize, how to plan for, the interface of learning styles and teaching styles
- How what you believe about how students learn affects your behavior as a teacher (Am I a behaviorist? humanist? etc.--relate back to philosophies)

UNIT 6 Ethical and Legal Dimensions of Teaching

- How does school, classroom practices, activities and organization reflect what you value?
- What dilemmas might you encounter as a teacher?
  - philosophical,student self-disclosure
  - discipline, cheating, child abuse
- Assessment as a statement of values
- To whom is the teacher responsible?
- Students' rights and responsibilities

UNIT 7 The curriculum

- Curriculum as a function of our history, present and future
- The democratic classroom
- Cooperative Learning
- Multiple roles of the hidden curriculum as related to students
- Remembering what it was like to be a kid (use student interviews as discussion point)

UNIT 8 The Role of Teachers in Schools and In the Classroom

- Teachers' rights and responsibilities
- Reflective Thinking - Reflective Teaching
- Being a professional--what does it mean? (There's room for a debate here, or a guest speaker from the CTA)
- How teachers teach
- Attitudes of effective teachers

UNIT 9 School Effectiveness & Reform Efforts

- cycles and issues of reform
- Why lasting change is so difficult
- Looking to the future: how is society changing, and what changes will this mean for schooling?

BIBLIOGRAPHY

Apple, M.W. Teachers and Texts. New York: Routledge & Kegan Paul, 1986.

*Aronson, E. The Jigsaw Classroom. Los Angeles: Sage, 1978.

*Ashton-Warner, S. Teacher. New York: Bantam, 1971.

Atwell, Nancie. Caught in the Middle. Portsmouth, NH: Boynton/Cook, 1987.

Barton, L. and Walker, S. Schools, Teachers, and Teaching. Sussex, England: Falmer Press, 1981.

Bigge, M.L. Learning Theories for Teachers. New York: Harper & Row, 1982.

Boyer, E. High School. New York: Harper & Row, 1983.

Brown, G. I. Human Teaching for Human Learning. New York: Viking, 1971.

Bruner, J. Toward a Theory of Instruction. New York: Norton, 1968.

Bullough, R. First-Year Teacher: A Case Study NY: Teachers College Press, 1989.

Connell, R.W. Teachers' Work. Boston: Allen & Unwin, 1985.

Collins, Marva, and Civia Tamarkin, Marva Collins' Way. Los Angeles: Tarcher, 1982.

Conant, James. The Comprehensive High School. 1967.

Cremin, L. The Transformation of the School. New York: Vintage Books, 1964.

Dewey, J. The Child and the Curriculum, "The School and Society. U.Chicago Press, 1902.

Dewey, J. Experience and Education. New York: Macmillan, 1938.

Freeman, Samuel G. Small Vicorties. New York: Harper and Row, 1990.

*Freire, P. Education For Critical Consciousness. New York: Seabury Press, 1973.

*Goodlad, J.I. A Place Called School. New York: McGraw-Hill, 1984.

*Goodlad, J.I. Teachers for Our Nation's Schools. San Francisco: Jossey-Bass, 1990.

Gross, R. and B. (eds) The Great School Debate. New York: Simon & Schuster,1983.

Henderson, James G. Reflective Teaching: Becoming an Inquiring Educator. New York: Macmillan, 1992.

Holt, John. How Children Learn. New York: Pitman, 1967

Jackson, P. Life in Classrooms. New York: Holt, Rinehart, & Winston, 1968.

Kaufman, Bel. Up the Down Staircase. Englewood Cliffs, N. J.: Prentice-Hall, 1964.

Keizer, Garret. No Place But Here. New York: Penguin, 1988.

Kidder, Tracy. Among Schoolchildren. Boston: Houghton Mifflin, 1989.

*Kozol, Jonathan. Savage Inequalities. Crown Publishers, 1991.

Lawn, Martin and Gerald Grace. Teachers: The Culture and Politics of Work. NY: Falmer Press, 1987.

McLaren, P. Life in Schools. New York: Longman, 1989.

Noll, J.W. Taking Sides: Clashing Views on Controversial Educational Issues. Guilford, Conn: Dushkin, 1991.

Oakes, Jeannie. Keeping Track. New Haven: Yale University Press, 1985.

Palonsky, S. 900 Shows a Year. New York: Random House, 1986.

*Papert, S. Mindstorms: Children,Ccomputers and Powerful Ideas. New York: Basic Books, 1980.

Peter, William. A Class Divided:Then and Now. New Haven, Ct: Yale Univ. Press.1987

Perkinson, H.J. The Imperfect Panacea. New York: Random House, 1977.

Ravitch, Diane. The Troubled Crusade. New York: Basic Books, 1983.

Rosenholz, Susan. Teachers' Workplace: The Social Organization of Schools. White Plains, NY: Longmans, 1989.

Ryan, Kevin. The Roller Coaster Year: Stories of First-Year Teachers. New York: Harper Collins, 1991.

Sharan, S. & Amir, Y (eds) School Desegregation. Hillsdale, NJ: Erlbaum. 1984

*Sizer, Theodore. Horace's Compromise. Boston: Houghton Mifflin, 1985.

Slavin, R. Cooperative Learning. New York: Longman, 1983.

Smith, Frank. Reading without Nonsense. New York: Teachers College Press, 1978.

Tom, A. Teaching as a Moral Craft. New York: Longman, 1984.

TRIOS © PRESENTATION GROUPS ⑤

PRESENTATIONS / "TEACHING" in groups of 3 in 3 weeks - week of June 14

Must be interactive

Skills / process / product

How were graded?

Helping trios (or four)

- research group / community of readers / learners
- time constraints eg.

BACKWARD MAPPING
DESTINATION

read / do / discuss . . . - OBSTACLES (overcome)
RESOURCES
ASSESS (?)

research projects -

- < 10 pp. single spaced
- no opinions - a study of what has been written about your research area

Biblio by alpha & numbered

notations i.e., "The bear lived" (1, p. 17)

Ed. Lit. Review - on source material

Next week

Read - 1st chap in Book
- conditions in Amer. Schools
- "Futurists" Article

Make marginal Notes, your perceptions about what is being SAID

Bring Name Tag

To teach people how to USE information

PLANNING, PLANNING, PLANNING

no longer in the business of teaching information

MODELING CONSTRUCTIVIST

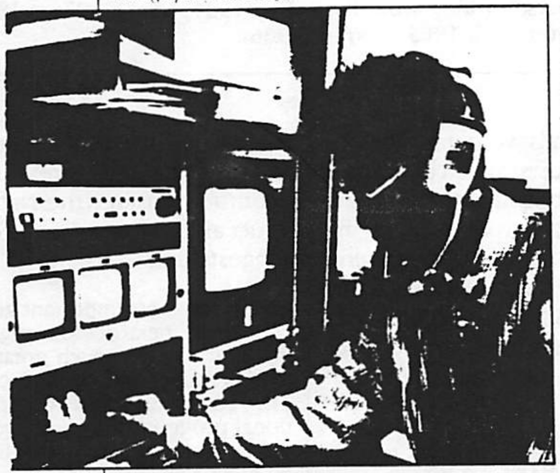
BELIEF SYSTEMS & small group process

= ~~master~~
= dependent on relationship between teacher & students

An Ideascape for Education: What Futurists Recommend

A glimpse into the future reveals actions educators can take now.

Photograph by Mark Regan



Educational futurists offer a wealth of ideas for those who are searching for a substantive philosophy to guide education in the coming years. I recently analyzed the educational and societal futures literature to identify themes (Festinger and Katz 1953, Krippendorff 1980).[1] My research yielded information about trends in society, the family, the demographics of the nation, and the U.S. and international economic structure (Benjamin 1987). Of the many trends discussed in the literature, 10 are of particular importance (see "Societal Trends," "Economic Trends," "Family Structure Trends," and "Demographic Trends").

In brief, the futurists construct an ideascape for education that suggests that global and multicultural pressures will alter the way of life in the United States. Because of technological advances, life will be characterized by rapid change; knowledge will become obsolete at a more rapid rate. Schoolchildren will be more likely to come from single-parent homes or from homes in which both parents work. Finally, the world of work will require the abilities to manage information and to work with people. Workers will need high-level thinking skills as well as the ability to adapt. Given this scenario, what changes in education do futurists recommend?

My analysis of the literature identified numerous recommendations for educational change. I discuss 14 of them here. The themes appear in order of frequency (that is, "active learning" appears first because references to this theme were most numerous).

Active Learning

The futurists' call for active learn
should be understood in two wa
First, students must participate
learning endeavors in which they
gage in the process of learning. That
learning is not seen as students' sitt
at a desk listening to a teacher lectu
students are *doing* things. Second.
dents must be more active in de
mining the nature of their own edu
tional programs. They must be gi
more autonomy and power of cho
Seif (1978) lobbies for more act
experiential, real-world learning. "
periential education—field trips, de
onstrations, investigative projects.

Societal Trends

- *National and global interdependence*. Futurists discuss multi-ethnic and mul
cultural interdependence as well as the interconnectedness of complex system
either person-made (nuclear power plants and nations) or natural (the biospher
Our world is shrinking for several reasons. For example, advances in communic
tions, microelectronics, and transportation have made it physically easier and mo
enjoyable for people to travel about the globe. "We live in a globally interconnect
world, in which biological, psychological, social, and environmental phenome
are all interdependent," writes Capra (1982, p. 19; see also Fantini 1977, Ornste
1981, Combs 1978 and 1981, Barnes 1978, Seif 1979, Brown and Saks 198
Gardner 1985, Bjerstedt et al. 1982, Alley 1985, Wilson 1985).

- *Increasing change both in pace and in complexity*. Most authors point
technology as the predominant factor causing change (Scarr et al. 1980, Ford 198
DeBevoise 1982, Dede 1981, Shane and Tabler 1981, Toffler 1980, Pelton 1984).
we could devise an index to measure change," observes Brown (1979), "we mi
conclude that the next three decades will bring at least two centuries' worth
changes, as measured in historical terms" (p. 3). Historian Arthur M. Schlesinger,
(1986, p. 20) adds that "this cumulative increase in the rate of change has been
decisive factor in the making of the modern world."

- *"Short half-life" (Alley 1985) of knowledge*. In a time of change fueled by n
technological and scientific discoveries, knowledge itself undergoes rapid restr
turing. We live in a world in which "the amount of knowledge increases geome
cally, and in which no one can keep pace with it . . ." (Kirschenbaum and Sim
1974, p. 267). "The world's store of knowledge has doubled and doubled ag
during the 20th century," writes Cornish (1986, p. 14; see also Arters 1980
Abbott 1977).

Economic Trends

- *The shift to an information- and service-based economy.* For quite some time, the U.S. economy has been experiencing a shift from a long-established industrial manufacturing base to that of a service, information, and high-technology base (Meierhenry 1981). Even though the sunset industries are declining, such work is not disappearing; there will just be less of it in the future (Nardone 1984).

- *The high-tech influence.* Shane (1987) suggests that the near-future economy will be one in which "microbioelectronics" rule. Other authors note the growing importance of biogenetics, physics, robotics, telecommunications, microelectronics, space, and the oceans (Brown and Saks 1984, Toffler 1980, Seif 1979, Pulliam 1980, Bright et al. 1984). However, although many people will use technology in the future, a relatively small percentage of the total work force will require sophisticated technical knowledge (Forbes 1984, Odden 1983, Rumberger 1984). Unfortunately, high-tech receives high publicity.

- *The need to shift jobs frequently.* Futurists predict that various sectors of the economy will be prone to violent upheavals during which workers are displaced. As technological advances speed swiftly ahead, whole industries may be born, grow to maturity, and die in a matter of a decade. In such an environment, it is likely that workers will find it necessary to shift from one job to another as many as four or five times over the course of their work lives (Gay 1981; Shane 1976a, 1976b, 1987; Toffler 1980; Cetron et al. 1985; Cornish 1986).

hands-on labs" will grow in importance, according to Cornish (1986, p. 16). In addition, students will need more freedom to decide what they wish to study (Gay 1981, Albrecht 1984). Lewis (1981) suggests that

> one major shift would be in the relationship of the teacher and the learner. The old paradigm made the teacher responsible for the student's learning, with the student obliged to learn. The new paradigm of a learning society *shifts the responsibility for learning to the learner* . . . (original emphasis, pp. 66–67).

A number of futurists describe a new collaborative role for teachers and students in which students accept an active senior partnership role in the learning enterprise (see, for example, Kirschenbaum and Simon 1974, Wees 1975, Glaser 1975, Brown and Saks 1984, Miller 1981, Barnes 1978).

Higher Cognitive Skills

Generally, futurists suggest that because of the nature of future society (that is, technological, overloaded with information, interdependent, global, change-driven), students and citizens must be able to think critically, uncover bias and propaganda, reason, question, inquire, use the scientific process, remain intellectually flexible, think about complex systems, think holistically, think abstractly, be creative, and view and read critically (Shane and Tabler 1981, Gay 1981, Laswell 1975, Ravitch 1983, Taylor 1985).

Service Learning

Futurists view service learning as a way to involve students in active learning, to allow interaction with community adults and other youth, to introduce students to agencies and institutions within their local communities, and to help youth gain a service ethic that will check tendencies toward unbridled self-interest (Schwartz et al. 1977, Apple 1983). Learning ought to focus on real problems, suggest Toffler (1981) and Shuman (1984), thus enabling students to provide services to the community. Real service commitments should be coupled with in-school analysis and discussion of those experiences, recommends Wees (1975). Boyer (1984) recommends voluntary service in hospitals, museums, community agencies, and schools. Recognizing the importance of real experience in the development of responsible citizens, Etzioni (1982) recommends social agency internships for youth. (For more views on service learning, see also Tyler 1975, Nash 1980, Ornstein 1981, Van Avery 1980.)

Past-Present-Future Focus

Education should "move from past-oriented curriculums to past/present/future-oriented curriculums," suggests Barnes (1978, p. 124; see also Small 1981). Other writers support application of a balanced time perspective to educational thinking and activity (Evans and Elium 1982, Singer 1974, Barnes 1978, Seif 1978). Because of the interactivity of the future, present, and past, futurists stress the need for youth to consider their ability to construct alternative futures. Shane (1975) suggests that

> one of the most important goals of education in the next decade might well be to instill in youth a much greater awareness of alternatives and of their consequences. The curriculum for tomorrow's educational programs must help young le[illegible]rs recognize that the future is literally created by our decisions (p. 112).

Other futurists also urge that education must pass on the belief that we shape the future by present actions (Bjerstedt et al. 1982, Seif 1979, Pulliam 1980, Conte and Cavaliere 1982).

In a world where knowledge, skills, and values become obsolete more rapidly, education can no longer be reserved for the early years of life.

Lifelong Learning

In a world where knowledge, skills, and values become obsolete more rapidly, education can no longer be reserved for the early years of life. Ornstein (1981) suggests that

> in line with the growing complexity of modern society and the corresponding need for people to have access to a greater variety of educational resources at differing stages of their lives, education will continue to become more a lifelong enterprise . . . (p. 52).

Coombs (1982, p. 146) writes that we must be involved in "building a progressively broader and more diversified 'learning network'—combining formal, nonformal, and informal modes of education—to serv[illegible]he evolving lifelong learning needs of all members of the population." (For more views on lifelong learning, see also Bestuzhev-Lada 1981, Ornstein 1982, Cornish 1986, Rumberger 1984, Shane and Tabler 1981, Glines 1978, Troutman and Palombo 1983, Henson and Balentine 1984, Wees 1975, Asimov 1976.)

Whole-Person Education

Educational futurists generally criticize traditional education for overemphasizing the cognitive, while failing to recognize the importance of other components of one's personality. Combs (1981) suggests a more balanced perspective, claiming that education should not force a choice between "smart psychotics or well-adjusted dopes" (p. 370). We must concentrate on developing "mental, physical, and emotional health for the total person," stresses Furner (1984, p. 8). Moreover, effective living, suggests Nash (1980) will require an education of the self—"not merely those human qualities considered useful by the industrial and commercial interests of society, but the entire range of human capacities" so each person becomes "aware of himself entirely—mind, body, feelings, spirit, imagination" (p. 24).

Coping With Diversity

Greater and expanded opportunities for communication and travel have increased contact with people from other countries and other cultures (Seif 1979, Gay 1981). Not only will we live in a globally interdependent world in the coming years, but greater cultural and ethnic diversity will exist in our own nation and communities (for example, see Naisbitt 1982 and Toffler 1980). Thus, educational futurists deduce the need for students to expect, understand, and cope with change, diversity, and national and international interdependence. Education must help students become flexible, able to deal with ambiguities (Small 1981, Ford 1980). From an image of a complex, change-driven world, Pulliam (1980) infers the need to accept change as inevitable and to be able to use it to advantage.

Because knowledge in the future will have a short half-life, future-oriented educators advocate viewing learning as the active seeking of knowledge by each student.

General Education

In an environment where people will continue to forge complex social and technological systems, general processes and general knowledge are thought not to pass out of vogue quite so quickly as specialized training. Toffler (1980) believes that in the future, we will need to think like generalists, not specialists. Moreover, a general or liberal education allows a broad vision, the ability to see many dimensions of problems and of life (see, for example, Small 1981; Shane 1976a, 1976b; DeBevoise 1982). Tyler (1981, p. 144) writes that

> occupational competency increasingly demands broad vision, flexibility in outlook, knowledge of alternative conceptions in place of narrow views, rigid conceptions, and unchanging specific skills.

Transdisciplinary Education

In the future, learning will be centered around ideas and problems, not fragmented into discrete subject areas controlled by a seven-period day. The educational futurists call for a curriculum that is activity- and idea-based, a *transdisciplinary* one. Small (1981) urges adoption of a vertical, thematic approach that integrates many disciplines and different levels of complexity around a core idea. Futurists advocate this view because of the interdependent nature of the world and its pesky, system-style problems. That is, the complexity of today's problems requires us to draw solutions from knowledge in a variety of fields in order to foresee other problems that may be created by shortsighted solutions. For example, the use of chemical pesticides to increase food production causes *other* problems. Van Avery (1980) notes that

> curriculum in its present departmentalized setting is as outmoded as medieval medicine . . . knowledge is not segmented but interrelated. Future concerns can be considered only as interdependent wholes, not as segmented parts (p. 442).

McClure (1981) warns that

> to continue to narrowly compartmentalize curricular content . . . may inhibit youngsters' abilities to generalize, see productive relationships, or be effective solvers of complex problems (p. 183).

Family Structure Trends

- *Women in the workplace*. Approximately 50 million American women are in the work force—nearly 53 percent of those over 16 who are capable of working, and nearly 45 percent of total employment—and it appears that in the future women will enter the work force at a faster rate than any other group (Naisbitt 1985, Cetron et al. 1985).
- *Single-parent families*. Many factors contribute to the increase in single-parent families, but divorce is perhaps the most visible, if not the most important, driving force behind this shift. Toffler (1980, p. 214) writes that "a staggering one in seven American children is raised by a single parent and that the number is even higher—one in four—in urban areas." Cetron and his coauthors (1985) document a near doubling in the percent of white families maintained by women between 1970 and 1984, up from 9 percent to 15 percent. Minority families are even more likely to be headed by females (23 percent of Hispanic and 40 percent of African-American families).

Personalized Learning

The futurists' call for personalized learning is predicated on the notion that the many differences that exist among people should be cherished as a major source of creativity and diversity. Combs (1981) notes that

> for 150 years we have been trying to teach students as though they were alike. We have grouped them, tracked them, grade-leveled them, and tried to homogenize and organize them into one kind of group or another for administrative expedience (p. 372).

The futurists advocate personalized education, which emphasizes the acquisition of learning goals according to the abilities of individual students and without adherence to arbitrary time schedules. Barnes (1978) suggests that "since all students are unique . . . they need not begin at the same place and end at the same place in a set amount of time" (p. 124). Glaser (1975) urges future educators to remove arbitrary time units, grade levels, and unduly classificatory activities, and to use flexible environments and curriculums to meet the learning needs of individual students.

Process Approach

Because knowledge in the future will have a short half-life, future-oriented educators advocate the shift from a view of learning as the passive acquisition of discipline-based subject matter to one of process—the active seeking of knowledge by each student (see, for example, Shane 1977). Van Avery (1979) suggests that "there will be a need to redefine knowledge . . . " with the emphasis on "learning how to learn, rather than on learning facts; learning would move from a knowing to a searching emphasis" (p. 10; see also Orsini-Romano and Pascale 1978, Ford 1980, Miller 1981, Walz and Leu 1979, Longin 1984, Fletcher and Wooddell 1976, Boucouvalas 1983, Shane 1976a and 1977). To force home the point, Kirschenbaum and Simon (1974, p. 266–267, in part) present examples:

> Traditionally, subject matter has been regarded as a fixed body of knowledge which all people needed to know. Shakespeare, the parts of speech, quadratic equations, the major products of Argentina, and the parts of the digestive system were treated as the ends of education. More recently, we have realized that, in a world in which the amount of knowledge increases geometrically, in which no one can keep pace with it, we need to change our emphasis from *what* to learn to *how* to learn. The shift has been from content to process (original emphasis).

Demographic Trends

- *Graying population.* The median age of the population of the U.S. is advancing. Cetron and his coauthors (1985, p. 37) project that the median age will rise to 36.3 by the year 2000, up from 30.6 in 1982, and that the proportion of the population over 65 will rise from the current 12 percent to an estimated 17 percent during the same period.

- *Growth in minority populations.* Minority populations will continue to grow, relative to the overall population, with Hispanics increasing faster than any other group. Hispanics will become our largest ethnic group, soon outnumbering African-Americans, predict Naisbitt (1982), Long (1981), and Shane (1979). Further, minority population growth will be found primarily in the large urban areas (Wegmann 1980) and in the southern and western sections (Furner 1984) of the nation.

Education for Communication

The futures literature contains many references to the importance of interpersonal communication and "peopling" skills (see, for example, Shive 1980, Rumberger 1984, Forbes 1984, Berman and Roderick 1977). Among the survival skills of a new age are communication skills, including the ability to speak other languages (Shane and Tabler 1981). There is a growing need for workers who can communicate and interact with others in order to make decisions in a democratic workplace (Abbott 1977). Gay (1981, p. 84) sums up the futurist perspective:

> If, indeed, the greatest challenges of the next few decades are going to be people- and process-oriented, then knowing how to communicate with and relate to others is fundamental to the nurturing of human potential as well as to the revitalizing of each individual.

Early Childhood Education

Early education is preventive problem-solving that will provide students a proper base from which to build. Boyer (1984) reminds us that the early years are the most important. Futurists also note that because of the changing family structure (that is, more families in which both parents work or the single parent works), institutions are needed to care for and nurture the very young (Ford 1980, Shane 1979). Cornish (1986) and Etzioni (1982) advocate shifting scarce educational resources from the higher levels (colleges and universities) to meet the needs of young children. "If everyone who is now teaching remedial classes in junior and senior high schools were transferred to elementary schools," suggests Ravitch (1979, p. 82), "the pupil-teacher ratio could be smaller in the lower grades and larger in the upper grades," thus concentrating resources where they are needed most.

In education, large size is a problem, not an economic cost benefit. Schools should be modeled more after the family than big business, with its overattention to economies of scale.

Small Structure

The futurists believe that schools are too big, even high schools. In education, large size is a problem, not an economic cost benefit. Some authors suggest that schools should be modeled more after the family than after big business, with its overattention to economies of scale (Burdin and Nutter 1984). Ravitch (1983, p. 320) writes that

> unlike some present schools, which are as vast and impersonal as factories, the school of the future should be modeled on a family; here, caring, knowledgeable adults would guide and instruct young people—and each person would be special.

Several authors predict that schools will become smaller in order to combat alienation and violence (McDaniel 1974, Suppes 1975, Cornish 1986). (For additional information about the desirability of small- or appropriate-scale education, see also Henson and Balentine 1984, Combs 1981, Small 1981, Shane 1980.)

Curriculum for the New Millennium

LeRoy E. Hay and Arthur Roberts

"Curriculum for the New Millennium: Trends Shaping Our Schools," a position paper published by Connecticut ASCD, identifies 10 trends that will affect the curriculum and its delivery as we move toward the year 2001.

The report was written by a committee that included classroom teachers (kindergarten through university level), building and district administrators, and representatives of service agencies and boards of education. The committee began by generating a list of trends that will affect schools by the start of the 21st century. They then researched the possible consequences of each trend. For over a year, they discussed the trends and their impact on schools, until the 10 most significant trends emerged:

- The world of work will be characterized by a continued shift from an industrial work force to an information and service work force. Technology will play a major role in almost all segments of the work force. Tomorrow's workers will need skills and attitudes different from those of today's workers.
- Technology will become even more powerful, convenient, and complex.
- The population that the educational system will serve will be quite different from today's population. It will be more ethnic and paradoxically both younger and older.
- The world will continue to become more globally interdependent.
- The American family will continue to be diverse. No single family type will represent the majority of Americans.
- Our society will demand an even more convenient lifestyle, expecting all institutions to deliver their services with ease and speed.
- The locus of control in education will continue to shift from the federal to the state level and from the central office to the building level. Decision making within school districts will be shared more with teachers.
- A shortage of qualified teachers and administrators will necessitate alternative approaches to training, recruiting, and certifying professional educators.
- Alternatives to public education will continue to grow in popularity and to gain public support.
- The number, frequency, and complexity of values questions confronting educators will increase dramatically.

For each trend, the report predicts consequences and lists possible effects on the curriculum and its delivery. For example, the "Age of Convenience" trend projects that teenagers will join the work force at earlier ages and will work longer hours; as a result, educators will rethink school schedules and the role of homework.

The 32-page report is available for $7.00 from Edward H. Bourque, Assistant Superintendent, Fairfield Public Schools, Fairfield, CT 06430; (203) 255–8372.

LeRoy E. Hay is Department Chair, English, Manchester High School, 143 E. Middle Turnpike, Manchester, CT 06040. **Arthur Roberts** is Professor of Education, University of Connecticut, Dept. of Education, Box U-33, Storrs, CT 06268. They are co-editors of the report.

Awareness and Action

The future will arrive ahead of schedule. By considering the futurists' recommendations for change, perhaps we can restructure education before it is too late. With proper future-oriented pedagogical, curricular, and organizational changes, we can help students meet the challenges of new ages.□

---

[1] I reviewed 209 documents published between 1974 and 1987. A total of 2,223 themes (for example, "Future students need advanced reasoning skills") were recorded in a computerized data base. I then reanalyzed and combined them into 53 categories using the constant comparative method (Glaser and Strauss 1967).

References

Abbott, W. (1977). "Work in the Year 2001." *The Futurist* 11, 1: 25–31.

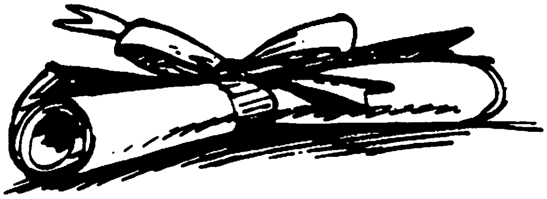
Albrecht, J. (1984). "A Nation at Risk: Another View." *Phi Delta Kappan* 65, 10: 684–685.

Alley, J. (April-May 1985). "Future Research Data and General Education Reform. Portland, Oreg.: Paper presented at the annual forum of the Association for Institutional Research (ERIC Document Reproduction Service No. ED 259 674).

Apple, M. (1983). "Curriculum in the Year 2000: Tensions and Possibilities." *Phi Delta Kappan* 64, 5: 321–326.

Arters, J. (1980). "Future Studies." *Tennessee Teacher* 48, 1: 11–13.

THE 4 PURPOSES OF SCHOOLING



are to prepare all students for:

- a productive worklife;
- participation in a democracy as an effective and informed citizen;
- continuous individual development;
- participation in a culturally diverse society.

CREATING A VISION FOR YOUR SCHOOL

"People are capable of creating anything if they can first develop a picture of it in their minds."

A VISION CONSISTS OF:

- Δ **A concise and compelling purpose;** facilitate learning ~~interaction~~/dialogue

  "What is the purpose of our ~~school~~?" classroom → comfortable ownership

- Δ **Based on a consistent philosophy;**

  "What do we believe are the essential conditions for learning?"

- Δ **Defined in terms of a comprehensive design;** - circle/semi-circle - smaller groups

  "What will our school look like?"/activities

- Δ **Built on broad-based understanding and ownership of this vision.** Committed to a point

  "Do we all agree and work to support the creation of this vision?" object

THE TRANSLATION OF A VISION FROM IMAGINATION TO REALITY REQUIRES:

consensus

CTBS

Teaching Democracy

had an opportunity to participate in this discussion decision

- single parent
- at risk

If no belief or value = transfer to something or money . . .

- Δ **A SET OF OUTCOMES STANDARDS:**

  "What do we seek to accomplish?" "What does success look like?"

  (With broad-based input into the identification of these outcomes.) student empowerment

- Δ **A COMPREHENSIVE/INTEGRATED PLAN:**

  "What are all of the elements of our plan, how do they impact on each other, and how do they reinforce each other?" problem solving

- Δ **ACTIONS NECESSARY TO IMPLEMENT THE PLAN**

  "Who must do what, when?"

  (With involvement of those who will be expected to implement these plans.)

- strength of conviction
- fight others
- better alternative

moving toward group consensus

PLANNING → open to kids
receive kids

DURING THE MEETING: TEAMBUILDING TECHNIQUES

* ENCOURAGE all members to participate.

"We haven't heard from Don yet. Don, did you have something you wanted to add?"

"What do you think we should do?"

"Let's go around the room and each offer our ideas on this issue."

* SUPPORT others: don't be defensive.

"I'm sorry I cut you off. Please continue."

"That's an interesting idea, I hadn't thought of that."

* ASK for more information and listen for a full understanding.

"Say more about your rotation system idea."

* CLARIFY others' ideas: listen as an ally, not as an adversary.

"Let me be sure I understand your view. You're saying...Is that right?"

* APPRECIATE others for cooperative and helpful behavior.

"Thanks for agreeing to draft that proposal, Karen."

* WORK together: be positive.

"I know this is a difficult issue, but if we take our time I'm sure we can work through the issue and find a good solution."

* REFOCUS the group's efforts.

"Let's all try to stay focused on identifying the problem."

"I think we've strayed from our agenda; let's try to stick to the agenda."

"We agreed to brainstorm and you're starting to evaluate the ideas."

* PROTECT others from attack.

"Sam, you've interupted Sue several times in the last 15 minutes. I'd like to hear from her as well as hearing your view."

* REPRESENT your constituents.

"That may be a good idea. I'm concerned about the problems my constituents expressed."

* PROPOSE ways for the group to move forward.

"Why don't we brainstorm ideas for getting more participation."

* BUILD on each others ideas.

"Both Jim and Sally made good suggestions that might be combined into a workable solution."

* SUMMARIZE the ideas of the group and agree on actions.

"We've agreed that Kevin will do the survey of employee concerns and together we will develop solutions to those concerns at our next meeting."

DEALING WITH DIFFICULT PEOPLE

* LATECOMER/EARLY LEAVER
  - Don't stop the meeting to review
  - Ask what would make the meeting more important for that person
  - Find out why person is leaving
  - Check to make sure everyone can stay until the end of the meeting

* BLOCKER
  - Ask Blocker to provide reasons for withholding consensus
  - Ask Blocker to provide another solution or a way for the group to make progress
  - Ask the Blocker if he/she can live with the solution the group favors

* BROKEN RECORD
  - Let the person know their idea has been heard and acknowledged
  - Allow the person a few minutes for their idea and move on

* DOUBTING THOMAS
  - Get group agreement to not evaluate ideas for a set period of time
  - Use this agreement to correct anyone who violates it

* HEADSHAKER
  - Ignore the person and focus on the speaker
    → DRAW THEM OUT
  - Approach the person at a break if it becomes a disruption

* DROPOUT
  - Walk near the person to gain attention
  - Get feedback as to lack of interest

* WHISPERER
  - Remind the group to keep focused
  - Ask the person to share their thoughts

* LOUDMOUTH

- Shift the focus to others in the group

- Ask the person to serve as recorder

* ATTACKER

- Have people address you, not each other

- Ask the critic to suggest positive alternatives

* INTERPRETER

- Stop the person so others can finish

- Ask others if the interpretation is valid

* GOSSIPER

- End gossip by getting the facts

- Defer the issue until information is available

* KNOW-IT-ALL

- Stress the importance of group decisions

- State that there are other valid opinions

* BACKSEAT DRIVER

- Stick to group procedures

- In extreme cases, challenge the person

* BUSYBODY

- Deal with the person before the meeting

- Take a recess if it is a key person

* INTERRUPTER

- Stop interrupter to let others finish

- Ask person to record their ideas

SAMPLE LIST OF NORMS

Meeting Norms

1. Meetings will begin and end on time.
2. Employees are expected to be on time for meetings.
3. People should pay attention to the person speaking.
4. There should be a chairperson at all meetings.
5. Members will speak only when called on.

Decision Making

1. Employees can make suggestions about solutions to problems.
2. Employees have responsibility for budget expenditures in their departments.
3. Important decisions are made by all employees.
4. Employees suggest agenda items for meetings.
5. Decisions are made by consensus.

Responsibility Norms

1. Responsibilities will be shared equally.
2. We expect personal best from every individual.
3. Providing assistance to fellow colleagues is everyones responsibility.

Innovation and Change Norms

1. Change indicates growth and vitality.
2. Everything can be improved in some way.
3. Innovations do not need to be successful every time.

STAGES OF LEADERSHIP

—Thomas J. Sergiovanni

- **LEADERSHIP BY BARTERING**

The leader and followers assume that they do not share a common stake in the school and thus must arrive at some kind of agreement. The wants and needs of the followers are traded against the wants and needs of the leader: a bargain is struck.

- **LEADERSHIP BY BUILDING**

The leader focuses on arousing human potential, satisfying higher-order needs, and raising expectations of both the leader and the followers in a manner that motivates both to higher levels of commitment and performance. Leadership by building responds to esteem, achievement, competence, autonomy, and self-actualization needs.

- **LEADERSHIP BY BONDING**

The leader focuses on arousing awareness and consciousness that elevates school goals and purposes to the level of a shared covenant that bonds the leader and followers together in a moral commitment. Leadership by bonding responds to such human needs as the desire for purpose, meaning, and significance in what one does. This type of leadership is characterized by cultural and moral leadership.

- **LEADERSHIP BY BANKING**

School restructuring initiatives become real only when they become institutionalized as part of the everyday life of the school. To this effort, leadership by banking seeks to routinize restructuring endeavors, thus conserving human energy and effort for new projects and initiatives. When practicing leadership by banking, the school administrator ministers to the needs of the school and works to serve others so they are better able to perform their responsibilities. The leader functions as "high priest" or "high priestess" by protecting the values of the school.

THE STAGES OF LEADERSHIP AND SCHOOL RESTRUCTURING

Leadership Type	Leadership Styles	Stages of School Improvement	Leadership Concepts	Involvement of Followers	Needs Satisfied	Effects
Transactional Leadership	Leadership as "Bartering"	*Initiation* (push). Exchanging human needs and interests that allow satisfaction of independent (leader and follower) but organizationally related objectives.	Management skills. Leadership style. Contingency theory. Exchange theory. Path-goal theory.	Calculated	Physical Security Social Ego	Continual performance contingent upon parties keeping the bargain struck. "A fair day's work for a fair day's pay."
Transformational Leadership	Leadership as "Building"	*Uncertainty* (muddle through). Arousing human potential, satisfying higher needs, raising expectations of both leader and followers that motivates them to higher levels of commitment and performance.	Empowerment. Symbolic leadership. "Charisma."	Intrinsic	Esteem Competence Autonomy Self-actualization	Performance and commitment are sustained beyond external conditions. Both are beyond expectations in quantity and quality.
	Leadership as "Bonding"	*Transformative* (breakthrough). Arousing awareness and consciousness that elevates organizational goals and purposes to the level of a shared covenant and bonds together leader and followers in a moral commitment.	Cultural leadership. Moral leadership. Covenant. Building followership.	Moral	Purpose Meaning Significance	
	Leadership as "Banking"	*Sustentation* (integration). Turning improvements into routines so that they become second nature. Ministering to the needs of the school. Being of service. Guarding the values.	Procedures. Institutional leadership. Servant leadership. Leadership by outrage. Kindling outrage in others.	Fundamentally integrated	All needs are supported.	Performance remains sustained.

Ten Ways to Integrate Curriculum

These 10 models give school faculties a solid foundation for designing curriculums that help their students make valuable connections while learning.

ROBIN FOGARTY

> To the young mind everything is individual, stands by itself. By and by, it finds how to join two things and see in them one nature; then three, then three thousand . . . discovering roots running underground whereby contrary and remote things cohere and flower out from one stem. . . . The astronomer discovers that geometry, a pure abstraction of the human mind, is the measure of planetary motion. The chemist finds proportions and intelligible method throughout matter; and science is nothing but the finding of analogy, identity, in the most remote parts.
>
> —Emerson

To help the young mind discover "roots running underground whereby contrary and remote things cohere and flower out from one stem" is the mission of both teachers and learners. Educators can achieve this mission, in part, by integrating the curriculum. The 10 models described here present ways along a continuum to accomplish this (fig. 1).

Beginning with an exploration *within single disciplines* (the fragmented, connected, and nested models), and continuing with models that integrate *across several disciplines* (the sequenced, shared, webbed, threaded, and integrated models), the continuum ends with models that operate *within* learners themselves (the immersed model) and finally *across* networks of learners (the networked model). Figure 2 briefly describes and provides an example of each of the 10 models that teachers can use to design integrated curriculums.

The Fragmented Model

The *fragmented* model, the traditional design for organizing the curriculum, dictates separate and distinct disciplines. This model views the curriculum through a periscope, offering one sighting at a time: one directed focus on a single discipline. Typically, the major academic areas are math, science, language arts, and social studies. Each is seen as a pure entity in and of itself. Relationships between subject areas—physics and chemistry, for example—are only implicitly indicated.

In middle and secondary schools, the disciplines are taught by different teachers in different locations, with students moving from room to room. Each separate encounter has a distinct cellular organization, leaving students with a fragmented view of the curriculum. A less severe model of fragmentation prevails in elementary classrooms, where the teacher says, "Now, put away your math books, and take out your science packets." The daily schedule shows a distinct time slot for each subject, with topics from two areas only occasionally related intentionally.

A high school student explained the fragmented curriculum like this: "Math isn't science, science isn't English, English isn't history. A subject is something you take once and need never take again. It's like getting a vaccination; I've had my shot of algebra. I'm done with that."

Despite the drawbacks of this traditional model, teachers can use it, individually or with colleagues, by listing and ranking curricular topics, concepts, or skills. In this way, teachers or teacher teams can begin to sift out curricular priorities within their own content areas—a much-needed first step.

The Connected Model

The *connected* model of the integrated curriculum is the view through an opera glass, providing a close-up of the details, subtleties, and interconnections within one discipline. While the disciplines remain separate, this model focuses on making explicit connections within each subject area—connecting one topic, one skill, one concept to the next; connecting one day's work, or even one semester's ideas, to the next. The key to this model is the deliberate effort to relate ideas within the discipline, rather than assuming that students will automatically understand the connections.

In middle or secondary school, for example, the earth science teacher could relate the geology unit to the astronomy unit by emphasizing the evolutionary nature of each. This similarity between the two units then becomes an organizer for students as they work through both. Teachers help students make connections by explicitly making links between subject areas.

The Nested Model

The *nested* model of integration views the curriculum through three-dimenfor overlaps in content. For example, the literature teacher might select the concept of The American Dream as an organizer for a collection of short stories by American authors. At the same time, the history teacher might note that his unit on American history could also use The American Dream as a unifying theme. In this way, the literature teacher and the history teacher team up to point out commonalities to students.

Elementary models of shared curriculums may embody standard planning models already in wide use. Typically, whole-language curriculums draw upon many curricular areas. The self-contained classroom teacher might plan a science unit (simple machines) and a social studies unit (the industrial revolution) around the concept of efficiency models. Teachers may ask themselves and each other: "What concepts do these units share?" "Are we teaching similar skills?"

The Webbed Model

The *webbed* model of integration views the curriculum through a telescope, capturing an entire constellation of disciplines at once. Webbed curriculums usually use a fertile theme to integrate subject matter, such as Inventions. Once a cross-departmental team has chosen a theme, the members use it as an overlay to the different subjects. Inventions, for example, leads to the study of simple machines in science, to reading and writing about inventors in language arts, to designing and building models in industrial arts, to drawing and studying Rube Goldberg contraptions in math, and to making flowcharts in computer technology classes.

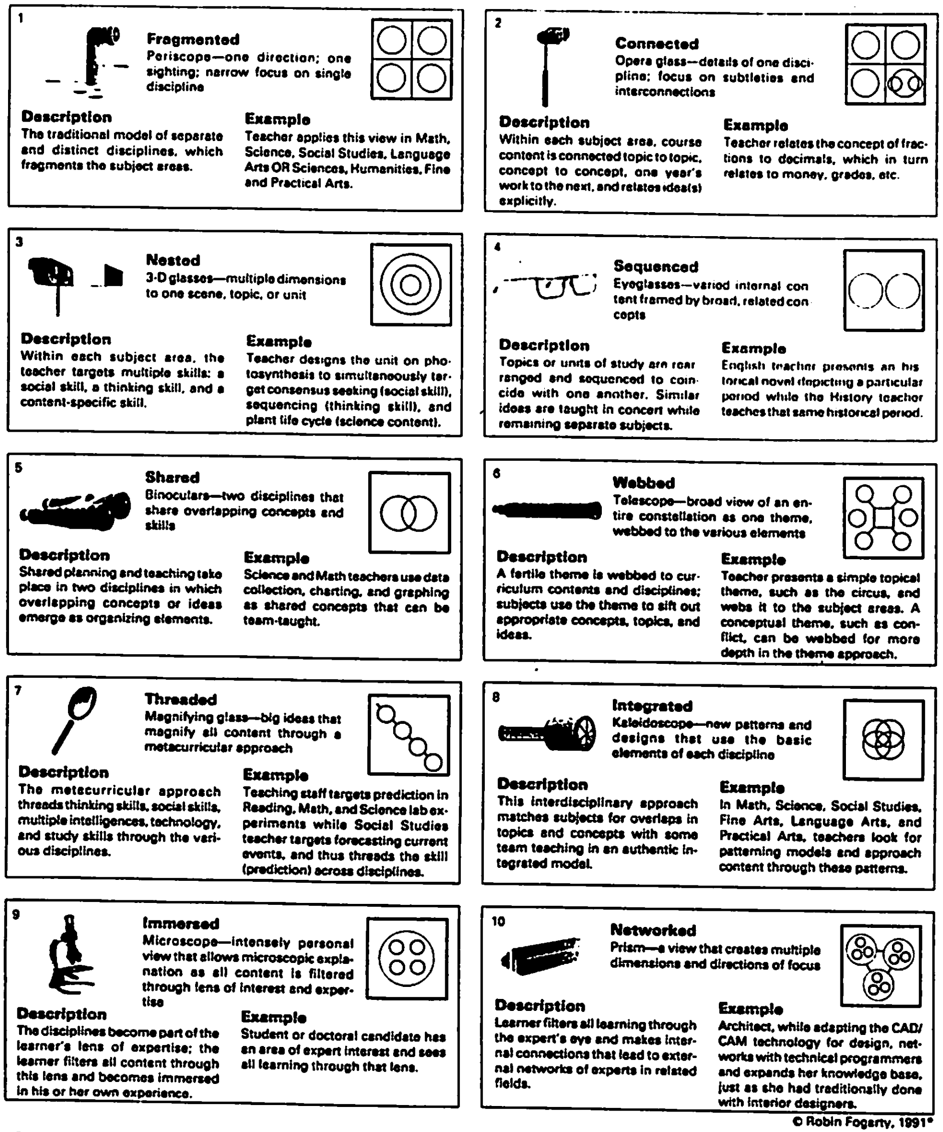
In departmentalized situations, the webbed curricular approach to integration is often achieved through the use of a generic but fertile theme such as Patterns. This conceptual theme provides rich possibilities for the various disciplines.

While similar conceptual themes such as Patterns provide fertile ground for cross-disciplinary units of study, one can also use a book or a genre of books as the topic, to organize the curriculum thematically. For example, fairy tales or dog stories can become catalysts for curricular webbing. Figure 3 shows typical lists for theme development.

FIGURE 2

TOWARD AN INTEGRATED CURRICULUM

Ten Views for Integrating the Curriculum: How Do You See It?



1 **Fragmented**
Periscope—one direction; one sighting; narrow focus on single discipline

Description
The traditional model of separate and distinct disciplines, which fragments the subject areas.

Example
Teacher applies this view in Math, Science, Social Studies, Language Arts OR Sciences, Humanities, Fine and Practical Arts.

2 **Connected**
Opera glass—details of one discipline; focus on subtleties and interconnections

Description
Within each subject area, course content is connected topic to topic, concept to concept, one year's work to the next, and relates idea(s) explicitly.

Example
Teacher relates the concept of fractions to decimals, which in turn relates to money, grades, etc.

3 **Nested**
3-D glasses—multiple dimensions to one scene, topic, or unit

Description
Within each subject area, the teacher targets multiple skills: a social skill, a thinking skill, and a content-specific skill.

Example
Teacher designs the unit on photosynthesis to simultaneously target consensus seeking (social skill), sequencing (thinking skill), and plant life cycle (science content).

4 **Sequenced**
Eyeglasses—varied internal content framed by broad, related concepts

Description
Topics or units of study are rearranged and sequenced to coincide with one another. Similar ideas are taught in concert while remaining separate subjects.

Example
English teacher presents an historical novel depicting a particular period while the History teacher teaches that same historical period.

5 **Shared**
Binoculars—two disciplines that share overlapping concepts and skills

Description
Shared planning and teaching take place in two disciplines in which overlapping concepts or ideas emerge as organizing elements.

Example
Science and Math teachers use data collection, charting, and graphing as shared concepts that can be team-taught.

6 **Webbed**
Telescope—broad view of an entire constellation as one theme, webbed to the various elements

Description
A fertile theme is webbed to curriculum contents and disciplines; subjects use the theme to sift out appropriate concepts, topics, and ideas.

Example
Teacher presents a simple topical theme, such as the circus, and webs it to the subject areas. A conceptual theme, such as conflict, can be webbed for more depth in the theme approach.

7 **Threaded**
Magnifying glass—big ideas that magnify all content through a metacurricular approach

Description
The metacurricular approach threads thinking skills, social skills, multiple intelligences, technology, and study skills through the various disciplines.

Example
Teaching staff targets prediction in Reading, Math, and Science lab experiments while Social Studies teacher targets forecasting current events, and thus threads the skill (prediction) across disciplines.

8 **Integrated**
Kaleidoscope—new patterns and designs that use the basic elements of each discipline

Description
This interdisciplinary approach matches subjects for overlaps in topics and concepts with some team teaching in an authentic integrated model.

Example
In Math, Science, Social Studies, Fine Arts, Language Arts, and Practical Arts, teachers look for patterning models and approach content through these patterns.

9 **Immersed**
Microscope—intensely personal view that allows microscopic explanation as all content is filtered through lens of interest and expertise

Description
The disciplines become part of the learner's lens of expertise; the learner filters all content through this lens and becomes immersed in his or her own experience.

Example
Student or doctoral candidate has an area of expert interest and sees all learning through that lens.

10 **Networked**
Prism—a view that creates multiple dimensions and directions of focus

Description
Learner filters all learning through the expert's eye and makes internal connections that lead to external networks of experts in related fields.

Example
Architect, while adapting the CAD/CAM technology for design, networks with technical programmers and expands her knowledge base, just as she had traditionally done with interior designers.

© Robin Fogarty, 1991*

*Extrapolated from "Design Options for an Integrated Curriculum" by Heidi Hayes Jacobs in *Interdisciplinary Curriculum*, Alexandria, VA: ASCD, 1989.

Reprinted with permission from: *The Mindful School: How to Integrate the Curricula* by Robin Fogarty, (Palatine, Ill.: Skylight Publishing, Inc., 1991), p. *xv*.

The Threaded Model

The *threaded* model of integration views the curriculum through a magnifying glass: the "big ideas" are enlarged throughout all content with a metacurricular approach. This model threads thinking skills, social skills, study skills, graphic organizers, technology, and a multiple intelligences approach to learning throughout all disciplines. The threaded model supersedes all subject matter content. For example, "prediction" is a skill used to estimate in mathematics, forecast in current events, anticipate in a novel, and hypothesize in the science lab. Consensus-seeking strategies are used in resolving conflicts in any problem-solving situation.

Using the idea of a metacurriculum, grade-level or interdepartmental teams can target a set of thinking skills to infuse into existing content priorities. For example, using a thinking skills curriculum, the freshman team might choose to infuse the skill of analysis into each content area.

As thinking skills or social skills are threaded into the content, teachers ask students: "How did you think about that?" "What thinking skill did you find most helpful?" "How well did your group work today?" These processing questions contrast sharply with the usual cognitive questions such as, "What answer did you get?"

A faculty can easily work with the 10 models over time to develop an integrated curriculum throughout the school.

The Integrated Model

The *integrated* model views the curriculum through a kaleidoscope: interdisciplinary topics are rearranged around overlapping concepts and emergent patterns and designs. Using a cross-disciplinary approach, this model blends the four major disciplines by finding the overlapping skills, concepts, and attitudes in all four. As in the shared model, the integration is a result of sifting related ideas out of subject matter content. The integration sprouts from within the various disciplines, and teachers make matches among them as commonalities emerge.

At the middle or secondary school, an interdisciplinary team discovers they can apply the concept of argument and evidence in math, science, language arts, and social studies. In the elementary classroom, an integrated model that illustrates the critical elements of this approach is the whole language strategy, in which reading, writing, listening, and speaking skills spring from a holistic, literature-based program.

The Immersed Model

The *immersed* model of integration views the curriculum through a microscope. In an intensely personal way, it filters all content through the lens of interest and expertise. In this model, integration takes place *within* learners, with little or no outside intervention.

Aficionados, graduate students, doctoral candidates, and post-doctoral fellows are totally immersed in a field of study. They integrate all data by funneling them through this area of intense interest. For example, a doctoral candidate may be a specialist in the chemical bonding of substances. Even though her field is chemistry, she devours the software programs in computer science classes so she can simulate lab experiments, saving days of tedious labwork. She learns patent law in order to protect the ideas for her company and to avoid liability cases.

Likewise, a 6-year-old writes incessantly about butterflies, spiders, insects, and creepy-

FIGURE 3

THEME DEVELOPMENT IDEAS FOR CURRICULAR WEBBING

CONCEPTS	TOPICS	CATEGORIES
freedom	The individual	animal stories
cooperation	Society	biographies
challenge	Community	adventure
conflict	Relationships	science fiction
discovery	Global Concerns	the Renaissance
culture	War	Medieval times
change	The Pacific Rim	the Impressionists
argument & evidence	Partnerships	Great Books
perseverance		

Reprinted with permission from: *The Mindful School: How to Integrate the Curricula* by Robin Fogarty (Palatine, Ill.: Skylight Publishing, Inc., 1991), p. 55.

crawlies of all sorts. Her artwork is modeled on the symmetrical design of ladybugs and the patterns of butterflies. She counts, mounts, and frames bugs; she even sings about them. Her interest in insect biology is already consuming her. The books she chooses reflect her internal integration of information around her pet subject.

An immersed learner might say, "It is a labor of love. It seems that everything I *choose* to pursue with any fervor is directly related to my field." Just as writers record notes and artists make sketches, immersed learners are constantly making connections to their subjects.

The Networked Model

The *networked* model of integration views the curriculum through a prism, creating multiple dimensions and directions of focus. Like a three- or four-way conference call, it provides various avenues of exploration and explanation. In this model, learners direct the integration process. Only the learners themselves, knowing the intricacies and dimensions of their field, can target the necessary resources, as they reach out within and across their areas of specialization.

The networked model is seen to a limited extent in elementary schools. Imagine a 5th grader who has had a keen interest in native Americans since his toddler days of playing cowboys and Indians. His passion for Indian lore leads him into historical readings—both fictional and nonfictional. Aware of his interest, his family hears about an archeological dig that recruits youngsters as part of a summer program. As a result of this summer "camp," this learner meets people in a number of fields: an anthropologist, a geologist, an archeologist, and an illustrator. Already this learner's networks are taking shape.

Using the Models

Whether you are working alone, with partners, or in teams, the 10 organizers presented here can function as useful prototypes. In fact, a faculty can easily work with them over time to develop an integrated curriculum throughout the school. Each staff member or team might choose one model to work with each semester. As teachers begin the conversation about integrating the curriculum, they can work with the models to explore the connections within and across disciplines and within and across learners.

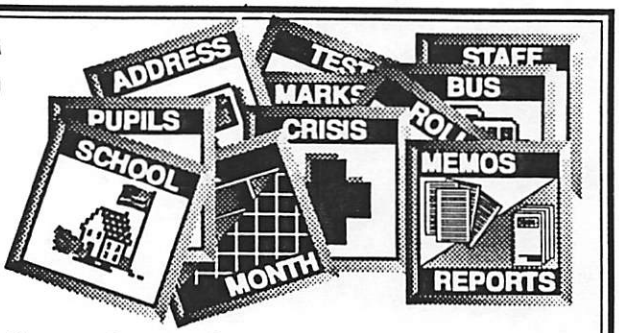
These models are just beginnings. Teachers should go on to invent their own designs for integrating the curriculum. The process itself never ends. It's a cycle that offers renewed energy to each school year as teachers help the young mind discover "roots running underground whereby contrary and remote things cohere and flower out from one stem." ☐

Author's note: For more information about the models described here, please see my book *The Mindful School: How to Integrate the Curricula* (Palatine, Ill.: Skylight Publishing, Inc.), from which this article was adapted.

Robin Fogarty is Director, Training and Development, Skylight Publishing, Inc., 200 E. Wood St., Suite 250, Palatine, IL 60067.

EPS

EDUCATIONAL
PRODUCTIVITY
SOFTWARE



Finally, a line of software that makes a *difference* in the school office and in the classroom!
Let us show you what you can really do with an Apple Macintosh® and *award winning* **EPS** school management software!
All our software is designed and tested by teachers, administrators and clerical staff... and it shows!
EPS software manages the business of education as those of us in the business know it should be done.

Write or call for a free demo disk and catalog:
EXECUTIVE PRODUCTIVITY SYSTEMS
2305 MILLER COURT
LAKEWOOD, CO 80215
(303) 232-0225

GUIDELINES FOR TEACHING ETHNIC CONTENT

1. Teachers are extremely important in conveying ethnic content. When encountering racism, either in materials or observation, these situations can be used as important lessons to convey the experiences of ethnic groups in the US

2. Obtain knowledge about ethnic groups by reading a major book that surveys the histories and cultures of U.S. ethnic groups.

3. Be aware of your own racial attitudes, behaviors and statements and the implications to your classroom. For example, "sit like an Indian" stereotypes Native Americans.

4. Convey positive classroom images of ethnis groups via bulletin boards and posters to reflect ethnic diversity.

5. Acknowledge the racial end ethnic attitudes of your students and do not ignore the racial and ethnic differences that you see in the classroom - respond positively and sensitively.

6. Use care when choosing textbooks. Many materials contain subtle and blatant stereotypes of ethnic groups.

7. Supplement textbook treatment of ethnic groups with films, videotapes and recordings to present the perspectives of ethnic minorities in the United States.

8. By sharing your own ethnic and cultural history with your students you will help motivate your students to dig into their own ethnic and cultural roots.

9. Be sensitive to possible controversial ethnic studies materials. Your teaching objectives can be obtained by using a less controversial reading to attain your objective.

10. Gear your selected concepts, content, and activities to the developmental level of your students.

11. View your minority students as winners. Those students whose teachers had high expectations are more likely to be successful in achieving their goals.

12. Gain the support of minority parents. They are interested in their child's education but may feel alienated.

13. By using cooperative and group learning techniques you can promote racial and ethnic integration in the school.

14. Be sure that all racial and ethnic groups are represented in the school plays, pageants, publications and other performances and presentations.

Source: Multicultural Education: Issues and Perspectives,
James A. Banks and Cherry A. McGee Banks

Guidelines for...

Dealing with Issues of Diversity and Equality

1. ***Don't ignore it!*** Do not let an incident pass without remark. To do so sends the message that you are in agreement with such behavior or attitudes. The intervention may not always take place at the exact time or place of the incident if to do so would jeopardize the safety of the students, but it must be brought up as soon as it is appropriate.

2. ***Explain and Engage*** when raising the issue - try not to preach or be self-righteous.

3. ***Don't be afraid of possible tension or conflict.*** In certain situations it may be unavoidable. These are sensitive and deepseated issues that won't change without some struggle.

4. ***Be aware of your own attitudes, stereotypes, and expectations and be open to discovering the limitations they place on your perspective.*** We are all victims of our misconceptions to some degree and none of us remain untouched by the discriminatory images and behaviors we have been socialized to believe.

5. ***Project a feeling of understanding when events occur.***

6. ***Recognize that it is a long term struggle,*** so try not to get too frustrated. The "isms" won't be eradicated in a day or from one "multicultural" presentation. It is a constant process of change & growth.

7. ***Be aware of your own hesitancies to intervene*** in these situations. Confront your own fears about interrupting discrimination, set your priorities, and take action.

8. ***Be a role model.*** Always reflect and practice the positive values you are trying to teach. Try not to compartmentalize your responses to "multi-cultural time."

9. ***Be non-judgemental but know the bottom line.*** Issues of human dignity, equality, and safety are non-negotiable.

10. ***Distinguish between categorical thinking and stereotyping.*** For example, "redheads" is a category, but "redheads have fiery tempers" is a stereotype.

Patti DeRosa, The Multicultural Project for Communication and Education, Inc. Cambridge, MA

6-02-93

Educ401-02 Dr. Alex Yusem
appoint: 310-922-6404
other: 310-927-9777

BOARD:
HELPING TRIOS:
- research group/community of readers/learners
- time constraints, eg., read/do/discuss . . .

RESEARCH PROJECTS:
- less than 10 pp single spaced
- no opinions - a study of what has been written about your chosen area.
- bibiography by alpha numeric; notations i.e., "The bear lived" (1, p. 17). Example of source material: ed lit review

NOTES:
Presentation/"teachings" in groups of 3 in 3 weeks (week of June 14) --- must be interactive:
Marina 818-358-0668
Michelle 776-0336 or 535-5813
1st presentation Mon, June 21st, 6:00pm

Helping Trios:
Allison (UCLA, mass media)
Christine (CSUF, EdElm315)

How are we graded? skills/process/product. assumption is made that we are going to do our best until proven otherwise.

Principle of Teaching:
modeling
belief systems: Constructivist
- to teach people how to use information, no longer in the business of teaching information
- master of small group process
- dependent on relationships between teacher and students
- PLANNING, PLANNING, PLANNING, eg., Backward Mapping:
    destination
    obstacles (to overcome)
    resources
    successes

NEXT WEEK:
READ:
- 1st chapter in book
- Conditions in American Schools
- "Futurists" Article

MAKE marginal notes, your perceptions about what is being said.
BRING in name tag

READING NOTES:

Chapter 1:

Why become a teacher?

motives for:
- working with children
- "future processing"
- broad based teaching "subject", life
- new experiences

motives against:
- low pay
- low social recognition

06-07-93

grading: no structured, but not subjective---tested by parameters. interaction: collaberation, watches interaction, teacher as part of a learning community; dialog is important for growth (as a professional)

paper example.

paradigms: accepted way of doing things,

what will school look like:
small group centered, self-sufficient, technician for basic questions/equipment; off-site "master teacher, interactive, interdisciplinery.

belief systems:
world will become more globally interdependence-
literature
econ/money global socio-political

construct their knowledge from "prior knowledge" and they have lots of prior knowledge; belief systems---> do you believe, how do you show it?

TEACHING: THE FUTURE IN PROGRESS.

other thoughts: learning is a struggle; what we do is based on what we believe . . . best thing we can do is giving each other value - idea of family in the classroom is about value ---> how does that classroom look like? have kids work with each other, praise . . . What kind of activities are you going to have in classroom to show that you value them? Giant metaphor to valuing, the use of knowledge. frontal lobe. 7th 3 pp

modified jigsaw: 3/4 ideas about what we read.
essentialist: useful, back to basic
existentialist: freedom, responsibility, search for self; existence before essence;

philo=the love of wisdom, like questioning; forming/reforming questions; philo examsm, dispells myths/paradigms;
philo aids educ. students: metaphysics - shows the real world, eg., can't just use stats; epistomology, kn. acquisision, experimenting; philo. about question asking;
axiology=nature of values, kn. and asthetics, some things easy to deal with; deductive reason= general to specific; inductive=specific to general idea; look at students;
perrenialism=kn of wisdom of the past, discipline/kn. base of know.; leans heavily on authority---lecture/monks (no books);
progressivism=view nature as change, kn. always changing, how to rather than what to think, problem solving, teacher=facilitator;
part 2: opposite of tradition, learning by experience, focus on J. Dewey, active participation; essentialism

(idealism/realism)=mind is essential element of reality, realism mind learns through contact with the real world, very systematic, teacher
existentialism=satre/kierkegaard; existence first; then who am i; reject idea of benevolent universe; living life to create meaning; downplay meaningless, therefore human potential; responsibility;
overview: application, what the teacher believes and how the children learns, ecleticism=taking the best from each part; book said it's sloppy/cop-out; kids different ways of learning, therefore more ways of teaching.

jigsaw---important enough to read, important enough to learn, group one teaches material to group two, visa versa; through out the classroom; problem kids---counsel, advise, discipline; need to know level of teacher's expectation; there are consequences in what you, must be established that and that will happen;

READ CHAP 4!

BOOK NOTES:

06-09-93

Belief systems: paradigms about beliefs, hoping for it to evolve

Paradigms: model/boundary
1. establish boundaries
2. success within the boundaries

scientists easily see things that work within their paradigms, have difficulty with coping with data that doesn't fit their system---therefore didn't see next step, or failure to anticipate the future, some ignored or changed data that didn't fit. paradigm filter incoming experiences---the paradigm effect.

ex.: how paradigms effect how we see the world:
1. card deck - trying to see the cards the right way, red clubs, eg.;
2. fitness paradigm - 70 mile runs, mexican indian tribe, they run everywhere.
3. energy efficient car - 1,000 lb. car, 70 mpg, 0-60 mph in 10 sec - 16 horsepower engine - re-using energy stored from braking and idling for [[exeleration]], engine used to maintaining speed.
4. bike seat - split hemispheres for each sit bone

rejecting other's idea because it doesn't fit the way of doing things; as teacher's we have to open our minds to what we're hearing and seeing from our students.

CREATING A VISION FOR YOUR SCHOOL:
What is the purpose of our classroom - facilitate learning
What do we believe are the essential conditions for learning - interaction, comfortable, ownership . . .
What will our school look like - circle/semi-circle, small groups, "home" looking environment.

kids setting the standard - they set higher standards (student courts, outlawed after the 70's)

Process judged by product - open as long as they're learning.

06-14-93

The 4 Purposes of Schooling -
to prepare all students for:

- a productive worklife;

- participation in a democracy as a effective and informed citizen;

- continuous individual development;

- participate in a culturally diverse society.

Metacognition: ponder choice - think - activity:
#4: participate in a culturally diverse society - "show and tell": special holidays; family stories; cultural feast days; why: strength of seeing the alternative perspective - keep growing with exposure to "new ways" of doing things - combat the fear of the unknown related to the human experience.

Process by self = value-less; must produce content/product; "How do you engage the students?" everyone is engaged in learning - trust building; culture building = teacher can impose a process on the way it will be = autocratic culture; belief system will dictate how you act; culture will lead to the development of norms (eg., "how you do things") = collaberative (community of learners)

DURING THE MEETING: TEAM-BUILDING TECHNIQUES
1) encourage them to participate ---> reflective time - question/statement: "please spend X thinking about it and write it don't - we'll share thoughts in Y minutes." Next share with neighbor then random group - engage group

2) support others; don't be defensive, usually comes about because we confront and it's uncomfortable; they have no idea how to respond to you - therefore run/swear/escape - don't confront; need to be straight-forward, set standard to follow; let them clear them air among themselves; have to be clear on your messages - Planning, planning, palanning; it happens because you make it happen

3) ask more information

4) appreciate others for collaborative behaviors

5) work together; stay focused

6) protect others from attack

eg., "someone's doing something wrong" reaction: "talk among yourselves"---while talking with X, don't do for them what they can do for themselves -

7) represent your constituency - the kids - be their advocate

8) build on other's ideas; summarize - get some closure

Sample List of Norms: (handout)

Meeting Norms:
select appropriate discipline for inappropriate actions (violation of the norms); teaching by example;
Decision Making:
can make suggestion - participatory; being evaluated by clients is scary;
Responsibility Norms:
encourage self-discipline
Innovation and Change Norms:
change, classroom is the place for people to fail, to learn is to struggle, to struggle is sometimes to fail.

STAGES OF LEADERSHIP:

leadership by Bartering: Friday video
" " building: personal recognition - praise
" " Bonding: suggestion box
" " banking: activity leaders

determine what is important to learn
plan activities that expreses that idea
assess whether it happened (critiqued by students)
retention!!! X weeks later retest.

This is an Ethical Position: deciding to take a position
Managers do things right, Leaders do the right thing (analyze what's going on and make a decision to do the right thing

06-16-93

Equality and Diversity - don't separate but celebrate them; need to develop a culture in your classroom where learning can take place; "these are the norms of our group process"

Vicarious learning - watch each group.

pp 177 group:
learning lots of material - break it up among several readers - what's read is really learned and if good bonding good learning first you establish your group norms!!! the group dynamic, eg., facilitator, start by example -

helping trios: case studies, ethical dilemma, personal applications;

pp 149: system code of morality; ethics and laws; some

- appreciation for the moral dilemma: see that there is a problem, see all sides of the problem
- competing interests,
- empathy,
- interpersonal skills
- knowing how to communicate effectively, know the facts
- reasoning (think systematically; think it through)

-courage, going beyond feelings to action, confront (to not decide is to decide.

4 case studies: eg., English teacher treating good student poorly;

Teacher and the Law:
- teacher was the king, now student rights "more students are more fixated on their rights instead of their responsibility";
- teacher and due-process, can't just fire, fairness should be render
- 5th amendment esta. due process, 14th no state shall deny due process
- contracts and tenure: 3 years probation then tenure (usually);

NEXT CLASS:

6-21-93

FOUR PURPOSES OF EDUCATION:

1. skills: fundamental skills to function in society
2. ethics: ethical framework for exercising skills
3. cultures: exploring the multiplicity of the human expression or organization of Reality
4. personal synthesis: purposeful self development as an individual and as a part of...

Use of the overhead:

illustrations about teaching styles
Lessons from the Geese (story/lesson)
change readiness level

1. Is unwilling and/or unable to change, therefore:
cannot identify problem and current behavior and requires directed support; requires much support.

2. Is willing, but not able to accomplish the task, therefore:
requires support; has some difficulty identifying problemarea and alteranitve to current behavior and requires support to carry out action plan.

3. Is unwilling, but able to accompish task:
requires support; has little or no dificulty identying problem, rather is not committed to plan.

QUESTIONS ASKED BY STUDENTS IS

Security issue: multiple points of view
second guessing teacher
will I be judged fairly
prejudice invalidates answer
risk taking - teacher defend
strength to express the negative
unpopularity of sincerity
if I listen will I get a chance to speak
no answer, further investigation --- who will look into X?

Effective education: high school ex., alt school 39.7% effective (eg., over doing nothing); middle school taking away music = 0% change

What works? "personalization of instruction" teacher empowerment = profesional realization = autonomous behavior while maintaining collegial interaction giving special attention to the unique need of the clients (students), accepting collective responsibility and accountability for client outcomes, sharing acommon body of kn., adhering to agreed upon education standards, exercising self direction in classroom decision making, and participating in group problem to determine the goals or direction of the work

Organizing for Change: critical characteristics of an adaptvie school:

vision driven
guided by judgement, not rules
accountability-based
team focused
network-based, semi-autonomous
multi-specialized
involved with the "whole person"

Maslow ...

Decision making

command
collaborative
consensus (no objection)

levels of consensus

level 4	the decision is great and I will be a leader in the follow up
level 3	... and I will take an active role in the follow-up
level 2	... but I won't get involved in the follow-up
level 1	I can live with the decision but I won't die for it
level 0	If you make the decision, i will not support it.

classroom consensus, very difficult, lots of roadblocks to real consensus ...

06-23-93

Purpose of Our Presentations:
developing interactive units that demonstrate a belief system; performance-based assessment; demonstrating what you know; it's authentic (doing something that you might do in "real" life); high-level thinking

needs to be an integration of process and product

power learning experiences:
peer teaching, role playing,
attributes:
doing - active, accessible, understandable, unique, personal, fun, meaningful,

A RUBRIC FOR POWERFUL LEARNING EXPERIENCES (graduated scale bottom to top)

5 - intentionality (planning, planning, planning), meaning (to the learner), transcendence (beyond the classroom)

4 - a learning experience that demonstrates an exhibition of knowledge acquired through the attributes of intentionality, meaning, and transcendences

3 - a learning experience that provides opportunities for intentionality, meaning, and transcendences, however students have not produced evidence

2 - a learning experience that results in a correct response to a problem, but remains specific to the task.

1 - a learning experience that has no meaning to the learner because he/she was unable to identify the intent of the lesson.

Yusem's belief:
"all students should have equal access to same information, and equal access to do as good as they can"

Eight Conditions for enhancing self-esteem

SAFETY - establish a sense of safety and security in your environment.

IDENTITY - creating a sense of personal uniqueness, personal contribution, ireplaceability.

CONNECTEDNESS - developing affiliation, affection, inclusion, a network of meaningful relationships

POWER - creating a sense of one's ability hope for success, achievement.

MODELS - exploring ideas, heroes, role-models, standards, values.

RISK-TAKING - helping the child find the courage to take appropriate risks of new and growthful behavior

COUNSELING - providing appropriate counseling for those who want and need it in order to move past old hurts, negative memories, achieve healing.

MEANINGFULNESS - helping to discover that one's life has meaning, usefulness, value to self and others.

Student's Bill of Rights:
200 year anniversary of U.S. Bill of Rights,
1. right to physical, emotional and psychological well being (student is the focus)
2. right to respect, dignity and significance
3. right to be a contributer (make a difference)
4. right to be my own author of my own life with systematic support from my learning environment.
5. right to authentic choices throughout my school career

Expectations and Standards ("pretty good" poem, Osgood, 1986)

06-28-93

ed.

SECOND TO NONE - SECONDARY ED.
CREATING CURRICULUM PATHS TO SUCCESS
"drop-out" = missing 45 days; >40% urban >25% rural
engage students
make sure all of the "stake holders" are in place
advocate for children (not subject matter)
creating curriculum "paths" to success = more flexible: eg., "health" path = lab tech, med tech, nurse, doc, ...
DEVELOPING POWERFUL TEACHING AND LEARNING
keys to powerful educ.=transcending the classroom - looking to the future.
ESTA. A COMPREHENSIVE ACCOUNT-ABILITY AND ASSESMENT SYSTEM
self-assessment.

ELEMENTARY GRADES TASK FORCE:
retention no = 50% dropout later, 70% if detained twice -
place them in a mixed age class
after school tutoring - math/reading

ed 06-30-93

The Outsiders
frustration about no being able to communicate/language
used debrief session (final group drawing)

Comprehensible input = info that you can understand
covering the modalities...

general info:

last class: next Wednesday, bring food - name tags "I survived the Yusem 401 death march!"

finding out about Whole Language and district policy: contact Asst. Superintendent in Charge of Curriculum (also for bilingual/ESL)

bilingual/ESL Excursis: Title 7 - Federal, encourages primary language work, K - 4th or until transition or State/ESL. Language: is "black language" a dialect or a language - line between dialect and language = transfer skill.

502 READING IDEAS: SPECIAL PROJECT: Computers in the classroom - the Real World; passive -> TV, reading -> reading; Apple][, Macs, IBM/windows, SimCity . . .

Teaching a foreign language via whole language:
first day - learn a song, compare language, talk about items in the story